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ABSTRACT

A curriculum guide is presented for three sequential courses in Latin at the high school level in the Province of Alberta. The guide includes the following: outlines of goals and objectives, the rationale for including Latin in a high school program, specific minimum expectations at the end of the third course for each language skill (listening, speaking, reading, and writing) and for cultural understanding, specific linguistic content for each course, specific minimum core content for all students, elective components for enrichment and remediation, and suggested teaching strategies and evaluation procedures. An index linking linguistic content to units in the recommended text is appended. (MSE)

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THREE-YEAR LATIN PROGRAM

LATIN 10, 20 AND 30 CURRICULUM GUIDE

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Language Services

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Alberta
EDUCATION

THREE-YEAR LATIN PROGRAM

LATIN 10, 20 AND 30

CURRICULUM GUIDE

Alberta
Education
1985

This publication is a service document. The advice and direction offered is optional, except in instances where the Program of Studies is duplicated or paraphrased.

Sections taken from the Program of Studies are printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements.

ACKNOWLEDGEMENTS

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INTRODUCTION

This program is intended for beginning students of Latin at the high school level and consists of three sequential courses--Latin 10, 20 and 30.

The characteristics of the program include:

1. A set of goals and objectives which reflect the Goals of Basic Education together with a rationale to support the inclusion of Latin in a high school program;

2. Specification of minimum expectations at the end of Latin 30 for each language skill (listening, speaking, reading and writing) and for cultural understanding;

3. Specification of linguistic content for each level;

4. Specification of minimum core content for all students as well as elective components for enrichment and remediation; and

5. Suggested teaching strategies and evaluation procedures.

PHILOSOPHY AND RATIONALE

Young minds need to be extended in their ways of thinking, and the learning of languages other than the mother tongue facilitates that extension. The study of Latin also develops creativity and a world-oriented outlook.

The learning of Latin opens a door to a different way of thinking. Writers of Latin, whether of the Roman era or later, were bound by the structure of their language to different forms of expression than those of English or French writers. The study of ancient civilization provides an important context for understanding contemporary political and social systems. Reading the classical Latin writers reveals to the student the socio-political foundations of Western civilization and its origins in ancient civilization.

Latin as a subject possesses an integrative-functional element; that is, the content characteristics of Latin enable one to apply or transfer the skills and knowledge to other subject areas.

A student who has read works in Latin is better equipped to understand and appreciate many of the historical, sociological or mythological classical allusions found in English and other European literature.

With the Official Languages Act and the policy of multiculturalism, there is an increased interest in second language study in Alberta which has indirectly influenced the demand for Latin. Latin is the basis of the Romance languages. Taken before or along with one or more of these languages, it provides a grammatical and lexical basis which enables the student to learn more economically and efficiently. Latin is also related in structure to the Germanic and Slavic languages.

Latin is the source of more than half of the English language vocabulary through derivatives, the Romance languages and Latin phrases adopted verbatim. The study of Latin can help a student to enrich his vocabulary, comprehend new words, improve his spelling and understand grammatical structures in all

languages related to Latin. Language transfer studies indicate that students who have studied Latin have a distinct advantage over those who have not in the areas of word power and reading skills.

In the area of social studies, a background in the cultural aspect of Latin studies supports the study of concepts such as citizenship, valour, honour and patriotism, as well as the study of civilization and theories in political science. The cultural content of Latin is also related to geography and history.

The study of Latin and Roman civilization is related to art, art history and architecture. It is associated with law, through terminology, the historical perspective and the codification of laws. It is connected to the sciences, through terminology in biology and chemistry. Its grammatical analysis skills are applicable to computer science. Whatever the student's motivation may be, Latin provides him with a useful framework for the application of logical thinking and accuracy.

While Latin has long been considered useful to students intent on a career in law or the medical and scientific fields, it may be of even more service to those planning to study literature, classics, languages, archeology, theology, semantics and history.

Latin is rarely used as a spoken language today. This very fact makes it attractive to a student who wishes or needs to study a second language but who has difficulty with the spoken aspect; this would include those students with a hearing or speech handicap or a poor auditory memory.

These many specific benefits of the study of Latin may be resolved into one general value: Latin helps to convey to us the message of the past while enhancing our concept of its function in the present.

GOALS AND OBJECTIVES

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphasis, they are all identified as appropriate to learning Latin. These goals are intended to enable the student to:

1. Read Latin with understanding through knowledge of vocabulary, grammatical structure and stylistic devices;

2. Learn more about the English language and other Latin-related languages through expansion of vocabulary and structures of thought expression;

3. Learn about the ancient world and its values, thereby enhancing his or her link and sense of continuity with the past;

4. Compare and contrast contemporary Western civilization with the past in respect to social, economic and political structures and values, providing an opportunity for the application of critical thinking skills;

5. Appreciate the contribution of Latin to English language and literature as well as to languages and literatures which are related to Latin;

6. Enhance and enrich the use of English and Latin-related languages, particularly as they relate to other subject areas;

7. Pronounce Latin words correctly.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content of the Latin program.

LISTENING COMPREHENSION

By the end of Latin 30, the student will have developed the ability to:

1. Distinguish phonetic differences within the Latin sound system;
2. Distinguish Latin intonation and stress patterns;
3. Recognize common Latin phrases and classical allusions when used in English by various speakers;
4. Understand basic questions, statements and instructions given in the classroom setting;
5. Distinguish case and tense indicators.

SPEAKING

By the end of Latin 30, the student will have developed the ability to:

1. Produce accurately the sounds and stress of classical Latin (long and short vowels, semivowels, consonants and diphthongs);
2. Ask basic questions for information, make statements and reply to instructions given in the classroom setting.

READING

To achieve the primary objective of learning to read and understand Latin, by the end of Latin 30 the student will have developed the ability to:

1. Read familiar materials silently, with comprehension;

2. Read recombinations and rearrangements of familiar material silently, with comprehension;

3. Read material containing some unfamiliar forms and vocabulary items, for general information about Roman history, civilization and mythology;

4. Read a representative selection of works by classical authors (adapted and original);

5. Read a representative selection of readings which survey Latin literature (from the third century B.C. to modern times);

6. Read aloud materials (with familiar vocabulary, idiomatic expressions and forms) with comprehension and correct pronunciation.

WRITING

To reinforce the primary objective of learning to read and understand Latin, by the end of Latin 30 the student will have developed the ability to:

1. Produce sentences or phrases which have combinations or variations of given forms (as provided by the material in the textbook or by the teacher).

CULTURAL UNDERSTANDING

By the end of Latin 30, the student will demonstrate an understanding and appreciation of:

1. The influence of Latin and Roman culture on Western culture in areas such as literature, art, law, and social and political systems;

2. The immense contribution of the Latin language and classical mythology to the English language;

3. The similarities and differences between Roman civilization and culture and contemporary civilization.

COURSE OUTLINE

NOTE: The linguistic and cultural content within each course level is not arranged in sequential order.

LINGUISTIC COMPONENT

Suggested outline for the study of grammar as a basis for reading skills:

LATIN 10

Nouns (first, second, third declensions)

Adjectives (first, second, third declensions)

Adverbs (positive degree)

Verbs
- all conjugations
- active voice
- all tenses of indicative mood
- complementary infinitives
- commands (imperative active)
- sum

Interrogative words, simple questions

Pronouns (first, second, quis, quid)

Numerals (1-10)

Expressions of place

LATIN 20

Nouns (fourth, fifth declensions)

Adjectives Comparison (regular and common irregular)

Adverbs

Verbs
- all tenses of all conjugations in passive voice
- possum and eo

Subordinate clauses (with indicative mood)

Pronouns - third person, demonstratives (hic/ille)
Datives (with adjectives, verbs, double)
Relative pronoun
Ablative absolute
Expressions of time

LATIN 30

Infinitives - present, perfect, future
- active and passive

Indirect statement
Participles
Deponents and semi-deponents
Subjunctives
Irregular verbs (fero, fio, volo, malo and nolo)

For reading only:

- gerunds and gerundives
- conditional sentences
- indirect questions and commands
- verbs of fearing
- expressions of purpose
- supine

CULTURAL COMPONENT

The major cultural themes and selected specific topics of the Latin program are to be developed as part of the core content. Additional specific topics related to the themes are elective.

The major cultural themes include:

1. The history of ancient Rome;

2. Civilization;

3. Classical mythology;

4. The legacy of Latin and its influence on modern languages.

IN SUMMARY, THE CORE COMPONENTS OF THE PROGRAM CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;

2. THE CONTENT SPECIFIED IN THE LINGUISTIC COMPONENT;

3. MAJOR CULTURAL THEMES;

4. SPECIFIC CULTURAL TOPICS.

Latin 10: Early History of Rome
(the foundation, early kings, first expansions)

Latin 20: Ceasar's Time
(history, the Roman army, the people)

Latin 30: Daily Life During the Empire
(the family, the home, education, food, army)

THE ELECTIVE COMPONENT CONSISTS OF:

1. ADDITIONAL CULTURAL TOPICS WITHIN MAJOR CULTURAL THEMES.

CULTURE

What the Romans established, achieved and valued has shaped Western culture; therefore, a knowledge and appreciation of these foundations should be encouraged through the study of Latin.

People respond to their environment and life's needs in a variety of ways. The study of people's achievements and contributions to civilization (in fields such as art, music, literature, architecture, science, philosophy, etc.) and their behavioural patterns or lifestyles is essential to the understanding of the language of the people. The study of language is empty without a knowledge of the history and civilization of the people who used the language. The study of Latin, therefore, is an integrated study of the language, Roman life, history and mythology.

The following outline is suggested for a three-year program of history, civilization and mythology in Latin.

	History	Civilization	Mythology
LATIN 10	Foundation Legends Monarchy Origin of Republic	Childhood Homes Slaves Saturnalia Sports Races Roads Religion Dress Education Military Development of the Alphabet	Why Study Mythology? Origins of Mythology Deities Underworld Aeneas (Virgil)

	History	Civilization	Mythology
LATIN 20	Development of Republican Government Struggle of the Orders Hannibal and Punic Wars Civil War Julius Caesar	Names Baths Entertainment Theatre	Selected Myths and Legends (in particular, those which originate out of classical allusions - for example, Achilles heel, sword of Damocles)
LATIN 30	Julius Caesar - end of Republic Empire and Emperors	Daily Life During the Empire Calendar Art and Architecture Law Great Romans Literature	Selected Myths and Legends (for example, Hercules, Ulysses, Jason and Medea)

The legacy of Latin and its influence on modern languages (vocabulary, historical, literary and cultural references) is studied at all three levels, Latin 10, 20 and 30.

TESTING AND EVALUATION

DEFINITIONS

Testing in education is the measurement of student progress and achievement. **Evaluation** is a value judgment or decision made after observation of the results obtained through testing. Evaluation is the process of determining to what extent the objectives of the program have been realized.

Testing, therefore, is the vital ingredient in a continuous teaching-learning loop. It provides feedback to the learner, the teacher and the program developer, and it provides information which can be used in evaluation.

PURPOSES OF TESTING

Some of the major purposes of testing are:

1. To communicate to the student what he is expected to learn and how he is expected to perform;

2. To inform the student of the extent of his progress and achievement in attaining program goals;

3. To motivate the student;

4. To encourage the student to organize, review and develop long-range retention of material covered;

5. To provide information to the teacher for diagnostic and placement purposes;

6. To permit the teacher to adapt his teaching and improve the program;

7. To facilitate decision-making by the student, the parents and the school.

TYPES OF TESTS

The basic types of second language tests are: progress tests, achievement tests, proficiency tests, and tests of attitude and cultural awareness.

1. **Progress tests**

   The progress test, which measures how much a student has learned in a specific course of study, which may be given at the end of a lesson, chapter, unit or semester. The progress test is the type of test the classroom teacher uses most often.

   Many publishers of language learning materials provide progress tests to accompany their materials. If these tests are used, they should first be evaluated to insure that they relate to the learning objectives emphasized by the program.

2. **Achievement tests**

   The achievement test also measures what a student has learned but is designed for use with students who are at the same language level but in different schools and programs. It is not intended as a final examination for grading students but for providing useful information for curriculum evaluation and planning.

3. **Proficiency tests**

   The proficiency test measures how a student's language ability corresponds to specific language expectations irrespective of the program of study he has followed. It is useful for placing a student in a course suitable to his or her level of ability.

4. **Tests of attitude and cultural awareness**

The attitude test and the test of cultural awareness attempt to measure affective outcomes of language studies, such as a student's attitudes, feelings and values regarding the people whose language he is trying to acquire. It is assumed that conclusions can be drawn regarding the influence of attitude on motivation and language achievement.

In the Latin program, testing and evaluation must be concerned primarily with the objectives of reading and understanding Latin. Open-book tests may be appropriate in certain instances. The ability to apply the knowledge of Latin vocabulary and classical mythological references to English references and word derivation should also be tested and evaluated.

Testing and **evaluation** procedures must be flexible in order to accommodate the individual needs and interests of students.

TEACHING STRATEGIES

The primary objective of the Latin program is to read Latin with understanding for the purpose of:

1. acquiring information about history, civilization and mythology;
2. reading selections (adaptations and originals) of classical authors.

Therefore, the emphasis should be on the direct understanding of Latin and there should be a minimal amount of activity involving translation from English to Latin.

The reading selections should be chosen so that there is a gradual progression until a student is able to read original works.

Students should be encouraged to develop critical thinking skills through the examination of the readings.

Cultural studies and enrichment should be an ongoing activity involving the student in reading, writing, speaking and viewing through the use of appropriate materials.

There should be an ongoing effort to help students appreciate the benefits of the study of Latin grammar, vocabulary and mythology in building English vocabulary and reading skills and, when appropriate, similar skills and knowledge in other Latin-related languages.

Acknowledgement should be made of the fact that students have different aptitudes, skills, backgrounds, interests, styles and rates of learning, and needs. A variety of content, teaching and learning strategies, and evaluation procedures should be utilized to meet the different needs and interests of students.

An attempt should be made to adjust the content, choice of learning resources and testing procedures to correspond to the level of understanding and interests of students.

LEARNING RESOURCES

LATIN 10, 20 AND 30

RECOMMENDED LEARNING RESOURCE

HINES, Lillian M. Our Latin Heritage. Books 1 and 2. 3rd ed. New York: Harcourt, Brace, Jovanovich, 1981.

RESOURCE CROSS-REFERENCE

LATIN 10	Our Latin Heritage, Book I Units
Nouns, 1st declension	
nominative	1
accusative	4
genitive	2
dative	5
ablative	3
vocative	2
complete paradigm	5 (omitting vocative)
Nouns, 2nd declension	
nouns in -<u>us</u>	8
nouns in -<u>er</u> and -<u>ir</u>	
nouns in -<u>um</u>	9
nouns in -<u>ius</u> and -<u>ium</u>	10
Nouns, 3rd declension	
consonant stems, masculine & feminine	21, 22
consonant stems, neuter	22
i-stems, masculine & feminine	
i-stems, neuter	23
Adjectives, 1st declension	1
Adjectives, 2nd declension	8, 9, 10
Adjectives, 3rd declension	24
Adverbs, positive degree	15 from 1st and 2nd declensions, adjectives 25 from 3rd declension, adjectives
Verbs, indicative active present	3 <u>sum</u> 4 1st conjugation 6 2nd conjugation 33 3rd conjugation 34 3rd conjugation, i-stems 35 4th conjugation

LATIN 10 (Cont'd)	Units
imperfect	7 1st and 2nd conjugation 33 3rd conjugation 34 3rd conjugation, i-stems 35 4th conjugation
future	11 sum, 1st conjugation 33 3rd conjugation 34 3rd conjugation, i-stems 35 4th conjugation
principal parts	12 sum, 1st and 2nd conjugation (with perfect participle passive or future active participle) 33 3rd conjugation 34 3rd conjugation, i-stems 35 4th conjugation
perfect	13 sum, 1st and 2nd conjugation
pluperfect	14 sum, 1st and 2nd conjugation
future perfect	15 sum, 1st and 2nd conjugation
perfect system	34 3rd conjugation 35 4th conjugation
Verbs, imperative active (affirmative and negative)	11 sum, 1st and 2nd conjugation 36 all conjugation
Complementary infinitives	11
Simple questions and interrogative words	9
Pronouns	
quis, quid	9
1st and 2nd persons	26

LATIN 10 (Cont'd)	Units
Numerals	
cardinal, 1-10	29
ordinal, 1-10	29
Expressions of place	20

LATIN 20	Units
Nouns, 4th declension	40
Nouns, 5th declension	46
Adjectives, comparison regular	41 comparative 42 superlative
common irregular	44
Adverbs, comparison	45
Verbs, indicative passive present	32 1st and 2nd conjugations 33 3rd conjugation 34 3rd conjugation, i-stems 35 4th conjugation
imperfect	32 to 35 (see above)
future	32 to 35 (see above)
perfect	
pluperfect	36
future perfect	
Verb eo and its compounds	52
Verb possum	18
(Tense synopses)	16
Subordinate clauses	15 si used in examples only, nisi and cum not mentioned
Pronouns	
3rd person	28
demonstratives hic, ille	30 plus iste
relative	37
(reflexive)	26
(intensive) ipse	27
idem	31
Ablative absolute	51
Datives	
adjectives	18 (not 3rd declension)
verbs	52
double	13 (Book II)
Expressions of time	31

LATIN 30	Units
Infinitives, active & passive	
present	36
perfect	47
future	48
Indirect statement	48
Participles	
present active	49
perfect passive	50
future active	
Deponents	53
Semi-deponents	6 (Book II)
Subjunctive mood	
present	55
imperfect	56
perfect	58
pluperfect	59
Irregular verbs	
volo, malo, nolo	53 volo only 17 (Book II) all three
fero and its compounds	54 fero only
fio	
For reading only:	
Gerunds	15 (Book II)
Gerundives	
Conditional sentences	21 (Book II)
Indirect questions and commands	58 -- missing
Verbs of fearing	20 (Book II)
Expressions of purpose	55
(Clauses of result)	57
Supine	18 (Book II)